Worksheet for Creating Your Generative AI Syllabus Statement

This worksheet is intended to streamline the process of creating a draft statement about generative AI use for your syllabus by providing snippets of sample language you select from and using an AI chatbot to generate drafts for editing.

Instructions

1. In this Google doc **go to File and download a MS Word copy** of this worksheet to your computer.
2. Use the text below to select the sample language that you would like to use or create your own language.
3. Manually copy and paste your text selections into the very last section below to create a first draft of your statement.
4. Use the provided chatbot prompt and your first draft in a RIT-supported chatbot to generate additional draft variations of your statement to consider.
5. Edit the draft statement before copying it into your own syllabus document.

Select sample language for your draft

Use the bulleted items below as "checkboxes" to select the sample language you want to use or create your own language. Keep in mind that these are just examples and are not comprehensive. Keep in mind your unique course and situation when drafting your statement.

Step 1: General policy about AI use in this course:

- Students are allowed to use AI tools freely as they choose.
- Students are only allowed to use AI tools in limited ways (as described below).
- Students are not allowed to use AI tools, except when certain conditions are met as described below.
- Students are never allowed to use AI tools
- Other:

Step 2: The policy applies to the following AI tools:

- AI chatbots (such as ChatGPT, Google Gemini, Claude, CoPilot)

- AI image generators (such as DALL-E, Midjourney, Stable Diffusion, Adobe Firefly)
- Other tools:

Step 3: The policy applies only under the following conditions:

- Only for specified assignments
- Only with proper citations and acknowledgment
- Only with supervision during class, section, or office hours
- Only by request and with the approval of me, the instructor (or teaching team, if any)
- Only for graded assignments; for non-graded assignments, students may use AI tools
- For reflection, studying, and ideation. AI should only be used as a study aid, not to generate content for assignments.
- Other:

Step 4: The following processes are in place regarding students using AI tools:

- Students must first demonstrate their AI literacy skills by completing…
- Students are responsible for identifying and addressing any inaccurate, biased, offensive, or problematic AI-generated content that they use or cite.
- Students must check for possible plagiarism in the AI output, check for ideas that should be attributed to particular scholars, and verify any sources cited or generated by AI tools.
- Students must disclose the use of AI in their work, describing the specific way(s) in which AI was used and citing the system(s) used, dates of use, and where relevant how they were used (such as prompts used) in their documentation.
- Students must cite all AI outputs following either APA or MLA citation guidelines (or other style)
- Students must include a metacognitive reflection section within their work describing how and why they used AI tools, their impacts on their learning, and how they might use them in the future.
- Students must agree to follow class community agreements about the responsible use of AI.
- Other:

Step 5: The rationale for this policy is:

Substep A--Students are allowed to use AI tools freely as they choose because…

- The students in this course have strong learning skills and have shown themselves to be responsible, effective, self-directed learners.
- I've designed robust assessments and learning activities in this course that have value regardless of the use of chatbots.
- The use of chatbots aligns with the goals of the course in a way that enhances learning.
- I consider learning to use AI tools an important skill in the discipline.
- Students are informed about AI, its risks and benefits, and can decide for themselves if and how they would use AI tools.
- Other:

Substep B--Students are only allowed to use AI tools in limited ways described below because…

- Students need to first develop their AI literacy skills to demonstrate they can use chatbots effectively and responsibly.
- Chatbots would enhance learning in certain specific situations but could be a detriment to learning outside of those situations.
- The teaching team only has enough resources to support students working with chatbots in limited ways.
- Students first need to understand issues around privacy and data security and consent to using a chatbot.
- Other:

Substep C--Students are not allowed to use AI tools, except when certain conditions are met as described because…

- It could enhance learning for certain students in unique circumstances but otherwise would likely inhibit learning.
- It depends on the individual student's goals, situation, skills, and needs that need to be evaluated on a case-by-case basis.
- As AI tools rapidly evolve, the teaching team needs more time to adapt the course to properly support students.
- Content in this course is private, sensitive, or copyrighted, and should not be entered into a chatbot.
- Other:

Substep D--Students are not allowed to use specified AI tools because…

- This course relies on pedagogic strategies that would be significantly undermined by allowing students to use AI tools.

- The course teaches skills that should be first mastered without the use of AI tools as a foundation for future learning
- The assessments in this course require students to submit completely original work to provide useful feedback and accurately evaluate learning
- The university and this course currently cannot provide secure and equitable access to the specified AI tools, so it would be unfair if only certain students could afford access.
- Content in this course is private, sensitive, or copyrighted and should never be entered into a chatbot.
- Other:

Step 6: The following consequences for non-compliance with this policy apply:

- If a student is suspected of or reported for not following this policy, I will follow RIT's Procedures for Handling Alleged Breaches of Academic Integrity.
- Student work that does not include the required elements (citations, author's statement, etc.) shall receive a grade penalty of…

Step 7: The following support resources are available:

- My course policy aligns [….]. Please familiarize yourself with their policy, as it applies to all courses, not just this one.
- If you have any questions, please talk to me. The best way to contact me is...
- All students should follow the recommendations on privacy, data security, and responsible use of generative AI tools described on the Information Security Office Generative AI webpage.
- Students will be able to create free accounts for using Microsoft CoPilot with Commercial Data Protection, Zoom AI Companion, as well as Google Gemini and NotebookLM, which are supported by Information and Technology Services (ITS).
- AI use is not required and is entirely optional. Equivalent alternatives are provided for all students whether they choose to use AI tools or not.

Step 8: The following statement expresses our position on supporting students in this course:

- If you as a student are struggling and feeling too much pressure in this course, please don't resort to chatbots as a shortcut to completing assignments. Many RIT students feel stressed and pressured. It is

completely natural, as this is a challenging course, and the university can be a high-pressure environment. But there are a lot of support resources available to you, and I believe that you can succeed here. Please contact me anytime and let's talk about it. I am open to extending due dates or adjusting the assignments to fit your situation. I will work with you to support your success in this course!

- A major goal for this course is for you to develop your creative voice and style. I want to know what you think, not what a chatbot thinks. If you are interested in using AI tools, I want you to be critical of them. These tools can be useful but also have significant shortcomings that are worth examining. Don't let AI do the thinking for you or settle for generic AI content. It is important in our field to champion human voices and to be critical of how power is structured in society. My door is always open and I welcome you to reach out to me anytime to discuss how you might address AI in your work in this course.
- We recognize that you may have concerns about privacy and security or have ethical or other reasons why you do not want to use AI tools in this class. This is completely understandable, and we respect your choices. I and the teaching team are here to help you succeed in this course. Please email, visit office hours, or speak to me at any time so we can help you. I can accommodate or adapt course assignments for most students' situations. In the instances where I cannot, I can connect you to other campus resources that can help you.
- Generative AI tools can be helpful in our work in this course. But using these powerful tools comes with a lot of responsibility. I trust that you will hold yourselves to the highest standards of professionalism when using AI tools in our course. That means being transparent about using AI and submitting work that has original ideas and holds up the high standards of our university. Also, I trust that you will take responsibility for your interactions with AI. If AI generates something inaccurate, plagiarized, biased, offensive, unethical, or incorrectly attributed, I expect you to identify and address it. This is all to prepare you for future success as an academic scholar. I have so much faith in you! We are a community of learners who support each other, so please contact me anytime to talk about how we use AI tools in this course.
- Fairness and reciprocity between you and me are important to build a positive learning environment for us all. Thoughtful and responsible use of generative AI technology applies to everyone in this course,

including me. I commit to following these same practices and policies when it comes to using AI tools for my work as a teacher in this course.

Create drafts

Try using an AI chatbot to generate multiple drafts of your syllabus statement. Copy and paste the snippets of language that you selected above into the space underneath the prompt below. Then use that full prompt in an AI chatbot.

> I am a university instructor. I am writing a policy statement to go in my course syllabus about student use of generative AI. I've drafted several bullet points below that summarize my policy. Please generate a concise statement using supportive and inclusive language targeted at my students that I could incorporate into my course syllabus.
>
> <If needed, you may add more context about your course and students to the prompt.>
>
> <Paste selected bulleted-item snippets here>

Edit drafts

Use this space to edit the draft that you generated with a chatbot. Once you're satisfied you can copy your completed draft into your syllabus document. Also, to model good practices, we strongly recommend you cite your use of AI in developing your syllabus statement.

> <Edit your draft statements here>

Acknowledgments: This worksheet is adapted from Stanford University's Artificial Intelligence Teaching Guide, an open web-based resource from the Stanford Teaching Commons.